



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS

---

*Moral Principles in Education.* By JOHN DEWEY. "Riverside Educational Monographs." Houghton, Mifflin & Co., 1909. Pp. 61. Price 35 cents, net, postpaid.

This book gives us a new edition of the most important work we have upon the subject of moral education. It is the address given before the National Herbart Society (now the National Society for the Scientific Study of Education) at the Milwaukee meeting in 1897. It is easily the most significant contribution that society has made. There has not been much change in the thought, but considerable improvement in form. The editor's introduction deals with education as a public business and as expert service, and the relations of expert opinion and public opinion, stating clearly a range of problems upon which our administrators may well spend more thought.

The tendency toward extensive analysis of the text, seen in all the numbers of this series (perhaps overdone in some cases) here gives the material in better form for use. The old first section is broken up into (i) The Moral Purpose of the School; (ii) The Moral Training Given by the School Community; (iii) The Moral Training from Methods of Instruction; (iv) The Social Nature of the Course of Study. The original second section becomes (v) The Psychological Aspect of Moral Education. This last section seems to be the least changed in statement. The most striking change is the systematic use of the word "moral" rather than "ethical." The title is now "Moral Principles" rather than "Ethical Principles" and this is followed up throughout the text by a general substitution of the former term for the latter.

It is to be hoped that we shall soon have Dr. Dewey's address at the St. Augustine meeting, 1896, on "Interest as Related to Will" in equally good form. Dr. De Garmo's popularization of it in *Interest in Education* is helpful but does not do away with the need of the original text. FRANK A. MANNY

KALAMAZOO, MICH.

---

*Teaching Children to Study.* By LIDA B. EARTHART, PH.D. "Riverside Educational Monographs." Houghton, Mifflin Co. Pp. 182. Price 35 cents.

This is a subject we need help upon and every contribution will be of service. Dr. Earhart's thesis, *Systematic Study in the Elementary Schools*, which appeared last year has been rewritten and the tables and other more formal elements have been omitted. The material here consists of a general statement of logical study followed by its application to the work of pupils in the intermediate and grammar grades. The theoretical statement is given first, probably with the intention of formulating the problem, but the result is not altogether fortunate for the exposition afforded is somewhat formal for the students who have not some considerable acquaintance with genetic logic and is scarcely adequate for those who have. Mrs. Young's chapter on this material in *Isolation in the School*, presents the problem rather more effectively and economically. The later sections on "Do Children Possess the Ability to Study Logically?" etc., are more suggestive but not convincing with reference to the aid that here will be gained.